



**LEARNING ARABIC VOCABULARY FROM THE QURAN TO FACILITATE  
EARLY ARABIC SPEAKING SKILLS AND MEMORIZING QURAN AT  
BAITURRAHMAN KINDERGARTEN IN MALANG CITY**

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**ABSTRACT**

Learning Arabic can indeed be easily initiated from an early age by acquiring Arabic vocabulary from the commonly heard Quran. It has been proven that learning Arabic vocabulary from the Quran facilitates children in memorizing the Quran, as they memorize by envisioning the meanings of the Quranic vocabulary they are reciting. This serves as the rationale for researchers to investigate how Arabic language learning can be conducted by utilizing vocabulary from the Quran, aiming to ease students in both speaking Arabic and memorizing the Quran. Consequently, students become accustomed to listening to Arabic vocabulary and understanding its meanings through presented images without initially mentioning their meanings. With this direct method, students find it easier to recall the vocabulary provided. This research adopts a qualitative descriptive method and yields insightful findings that are highly beneficial to Quranic institutions as considerations for incorporating Arabic language learning before Quran memorization.

**Keywords:** Arabic Speaking Ability, Arabic Vocabulary from the Quran, Arabic Vocabulary Learning.

**A. INTRODUCTION**

Learning the Quran cannot be separated from learning the Arabic language (Sakdiah & Sihombing, 2023) because the Quran uses Arabic. However, the reality in the field is that most Quranic education focuses only on memorization and the perfection of Quranic recitation without learning the Arabic language, which is the language of the Quran. Meanwhile, there have been many studies stating that understanding the meaning of the recitation will facilitate memorization because the memorizer not only memorizes the words but also imagines and remembers their meanings. This has been proven not only to make memorization easier but also stronger and long-lasting. This should be a consideration for Quranic educational institutions everywhere.

This research was conducted by researchers at one of the early childhood education (PAUD) institutions in Malang City, named PAUD Abdurrahman, managed by the Abdurrahman Foundation in Malang. This PAUD has been established for about 5 years with the excellence of Quran memorization for early childhood. This becomes a unique attraction for parents to enroll their children in this PAUD, hoping that their children will become accustomed to listening to the Quran and become adept at memorizing it.

Why this research placed at PAUD Baiturrahman? because this institution, deeply rooted in Islamic values, sought to instill a love for learning the Quran from an early age. Led by passionate educators and supported by a dedicated community, Baiturrahman Kindergarten embarked on a journey to implement a method of memorizing the Quran, starting from the tender age of preschoolers.

The educators at Baiturrahman Kindergarten understood the profound impact early exposure to the Quran could have on young minds. They believed that by introducing the

Quranic verses in a nurturing and engaging environment, children could develop a strong foundation in both their faith and language skills.

The method employed by the preschool involved incorporating Quranic verses into daily routines and activities. Each day began with a beautiful recitation of selected verses, followed by interactive sessions where children were encouraged to repeat and memorize the verses with enthusiasm. These sessions were designed to be playful and enjoyable, utilizing songs, games, and visual aids to capture the children's attention and foster a love for learning.

As the days passed, the children at Baiturrahman Kindergarten eagerly embraced the challenge of memorizing the Quranic verses. With the guidance of their dedicated teachers and the support of their peers, they made steady progress, committing verses to memory with remarkable ease.

The preschool also organized regular recitation competitions and celebrations to showcase the children's achievements and encourage healthy competition. These events not only boosted the children's confidence but also fostered a sense of pride in their Islamic identity and heritage.

Through the implementation of this innovative approach, Baiturrahman Kindergarten succeeded in creating a vibrant and nurturing learning environment where children not only excelled academically but also developed a deep connection to their faith and culture. As they progressed through their preschool years, these young learners emerged with a solid foundation in Quranic memorization, setting them on a path of lifelong learning and spiritual growth.

The researcher was interested in conducting research at this PAUD by trying a method of memorizing vocabulary selected by the researcher from verses in the Quran that they memorized using a direct method without mentioning the meaning and only showing pictures. This research has proven to make children enthusiastic about memorizing these vocabularies because they feel familiar with the words they have heard when memorizing the Quran. The researcher observed them while they memorized the Quran after being provided with the selected vocabulary. Stimulus for memorizing Arabic vocabulary from the Quran shows that children memorize while imagining the meanings, and this memorization is done more quickly. The next day, they still remember what they memorized because they imagine the meanings. This research aims to describe how learning Arabic by memorizing Arabic vocabulary from the Quran for young children can serve as a consideration for Quranic institutions to teach Arabic or at least memorize Arabic vocabulary before memorizing the Quran to facilitate and strengthen memorization. This research will be novel because if it can have a positive impact on young children, it can be even more beneficial for older age groups.

## **B. RESEARCH METHOD**

Inside This research employs a qualitative descriptive approach. This approach was chosen because the main aim of the research is to gain a deep understanding of the phenomenon under investigation, namely the learning of Arabic language from the Quran. The qualitative descriptive approach allows researchers to understand the context, meaning, and characteristics of the phenomenon through narrative and interpretative analysis (Elliott & Timulak, 2005).

The subjects of this research are the students and teachers at PAUD Baiturrahman in Malang City. Data collection in this research is conducted through several techniques, including:

1. Interviews: The researcher conducts in-depth interviews with the research subjects to obtain their views and experiences related to learning Arabic language from the Quran. Interviews are recorded and analyzed to explore emerging themes and patterns (Ranney et al., 2015).
2. Observation: The researcher directly observes the learning of Arabic language from the Quran in relevant environments. Observation is used to gain a deeper understanding of behaviors, interactions, and contexts related to the research topic (Istiqomah et al., 2022).

3. Document Analysis: Relevant documents, such as records of Quran memorization by students and various challenges encountered, are analyzed to gain additional understanding of the context and issues related to learning Arabic language from the Quran (Ashraf Ismail et al., 2019).
4. Data Analysis Process: Data analysis is conducted inductively, starting with the collection of raw data from interviews, observations, and document analysis. The data is then coded and grouped into relevant themes or categories. These themes are then analyzed to identify emerging patterns, relationships, and meanings. The analysis process is repeated to ensure the accuracy and validity of the findings (Morse et al., 2002).
5. Data Validity: The validity and reliability of the data in this research are maintained through several steps, including data triangulation, which involves comparing and matching findings from different data sources. Additionally, discussions with peers and the use of direct quotes from research subjects are also used to strengthen the validity of interpretations (Rolfe, 2006).
6. Research Ethics: This research adheres to principles of research ethics, including maintaining the confidentiality of research subject information and obtaining permission from authorized parties before commencing the research. Additionally, the researcher ensures that research subject participation is voluntary and that they are provided with sufficient information about the purpose and procedures of the research (Xu et al., 2020).

Thus, this is the research methodology employed in this study. The qualitative descriptive method was chosen to allow for in-depth exploration of Arabic language learning from the Quran conducted at PAUD Baiturrahman in Malang City and to gain a rich understanding of the phenomenon under investigation.

### **C. RESEARCH & DISCUSSION RESULTS**

After conducting this research, the researcher found various interesting discoveries within it. One of them is the enthusiasm of the students during the Arabic language learning from the Quran sessions. This was truly beyond the researcher's expectations because the students are still in the early childhood phase, around the ages of two to four years old. Although Arabic is a new language for them to learn, they feel familiar when they hear it because the researcher carefully chose vocabulary from the Quranic verses they memorized. The enthusiasm of the students is also determined by the way the researcher presents the vocabulary in a very engaging manner without revealing the meanings and only showing pictures, which stimulates the students' thinking abilities towards those images. This method is called the direct method (Susanto, 2017).

The researcher also approached the students by having brief discussions about their experiences with the pictures they see, to stimulate their imagination and memory towards those images so they stick firmly in their minds. Then, the researcher asked the students to imitate the Arabic vocabulary loudly together and one by one to train their courage and self-confidence. This method proved to increase the enthusiasm of children in learning Arabic language (Garry et al., 1996).

Besides the enthusiasm of the students, the researcher also found how easy it is for children to memorize Quranic verses after learning Arabic vocabulary. It was proven that after providing vocabulary from Surah An-Nas and training one child to memorize the surah in less than half an hour, the child succeeded in memorizing it even though the child couldn't read and write, only follow what they heard. The researcher argues that if this method can be quickly implemented in children who cannot yet read and write, especially in children who can already read and write and especially in adults, it would be even more effective. This is a unique finding in this research.

In addition to speeding up memorization, learning Arabic before memorizing the Quran also strengthens memorization (Ikhwanuddin & Hashim, 2014). It was proven that several days later, children still remembered their Quranic memorizations, even the vocabulary within it. This is truly remarkable. Hopefully, with this research, it can be a consideration for Quranic institutions to teach Arabic, at least teach its vocabulary first before memorizing the Quran, to increase enthusiasm, motivation, and facilitate and strengthen Quranic memorization.

**Table 1. Sequence of Arabic Language Learning Plan from the Quran in a One-Hour Lesson**

<b>Time Allocation</b>	<b>Material</b>	<b>Object</b>
10 Minutes	Lesson Opening: The teacher greets the students enthusiastically, greeting each student individually to establish rapport and attract attention. Then, the teacher explains what will be taught today, which is Arabic vocabulary from the Quran by selecting one target surah (minimum of 10 vocabulary words within one surah).	Teacher and Student
30 Minutes	Vocabulary Learning: The teacher presents images of vocabulary words without mentioning their meanings, and the students guess the meanings of these words. Once the correct answers are identified, the teacher explains the vocabulary words and asks the students to recite the Arabic vocabulary words aloud together and individually, relating them to verses in the Quran.	Teacher and Student
15 Minutes	Evaluation: The teacher conducts a guessing game with images of the vocabulary words learned, and the students are asked to name each image one by one	Teacher and Student
5 minutes	Lesson Conclusion: The teacher concludes the lesson by giving messages and motivation to the students	Teacher and Student

Studying Arabic vocabulary is a crucial aspect of a child's language development, particularly for those growing up in Arabic-speaking households or those interested in learning the language (Bohnacker et al., 2021). The process of teaching Arabic vocabulary to children involves various methods and resources tailored to their age, interests, and learning style. Here's an overview of how Arabic vocabulary studies can be approached for children:

1. Interactive Learning Tools:

Utilizing interactive learning tools such as educational apps, flashcards, and online games can make the learning process enjoyable for children (Chen & Chan, 2019). These tools often incorporate visual and auditory aids to help children associate words with their meanings effectively.

2. **Storybooks and Picture Books:**  
Storybooks and picture books written in Arabic are excellent resources for teaching vocabulary to children (Dillon et al., 2020). These books typically feature vibrant illustrations and simple language, making them engaging and easy for children to understand. Reading aloud to children and discussing the meanings of unfamiliar words can further enhance their vocabulary skills.
3. **Vocabulary Building Activities:**  
Engaging children in vocabulary-building activities such as word games, puzzles, and scavenger hunts can make learning Arabic vocabulary fun and interactive. These activities not only reinforce the meanings of words but also encourage children to actively use and practice their language skills.
4. **Thematic Learning:**  
Organizing vocabulary lessons around specific themes or topics relevant to children's interests can capture their attention and motivation. For example, lessons focused on animals, food, colors, or daily routines can help children learn new words in context and make connections between words and real-life experiences.
5. **Role-Playing and Conversation Practice:**  
Encouraging children to engage in role-playing activities or conversations in Arabic can help them apply their vocabulary knowledge in practical situations. Role-playing scenarios such as pretending to be at a market, restaurant, or doctor's office provide opportunities for children to use and reinforce their vocabulary in a meaningful way.
6. **Cultural Immersion:**  
Exposing children to Arabic culture through music, videos, and cultural celebrations can enrich their language learning experience and broaden their vocabulary. Incorporating cultural elements into vocabulary lessons helps children develop a deeper appreciation for the language and its significance in the Arab world.
7. **Consistent Practice and Reinforcement:**  
Consistent practice and reinforcement are essential for building and retaining vocabulary skills. Parents, teachers, and caregivers can support children's learning by regularly reviewing vocabulary words, providing positive reinforcement, and creating a supportive learning environment.

Teaching Arabic vocabulary to children involves a combination of interactive tools, engaging activities, thematic lessons, cultural immersion, and consistent practice (Juskiw, 2010). By incorporating these strategies into their learning routine, children can develop a strong foundation in Arabic vocabulary and language proficiency from an early age.

Teaching Arabic from Al-Qur'an vocabularies to children who are already immersed in an Arabic-speaking environment is a unique but rewarding endeavor. It involves leveraging the richness of the language and culture surrounding them to foster a deep understanding, making a student easier for memorizing Al-Qur'an and appreciation for Arabic from Al-Qur'an vocabularies words and expressions. Here's how you can effectively teach Arabic from Al-Qur'an vocabularies to such children:

1. **Start with the Familiar from Al-Qur'an vocabularies:**  
Begin by introducing Al-Qur'an vocabularies that is familiar to children in their everyday lives. This could include words from Al-Qur'an vocabularies related to family members, food, clothing, or common objects found in their surroundings. Associating new words with familiar concepts helps children make connections and understand their meanings from Al-Qur'an vocabularies more easily.

2. **Use Visual Aids from Al-Qur'an vocabularies:**  
Incorporate visual aids from Al-Qur'an vocabularies such as flashcards, posters, and real-life objects to reinforce vocabulary learning. Visuals provide context and support comprehension, making it easier for children to remember new words. For example, showing a picture of a fruit while teaching its Arabic name helps children associate the word with its corresponding object.
3. **Songs and Rhymes from Al-Qur'an vocabularies:**  
Utilize Arabic songs, rhymes, and chants to introduce vocabulary in a fun and engaging way. Children naturally respond to music and rhythm, making these tools effective for language acquisition. Singing songs with repetitive lyrics or rhymes that feature target vocabulary can help children remember words from Al-Qur'an vocabularies more effectively.
4. **Storytelling from Al-Qur'an vocabularies:**  
Storytelling is a powerful tool for language learning. Share Al-Qur'an vocabularies or create your own stories using simple language and familiar from Al-Qur'an vocabularies. As you read or tell stories, pause to explain the meanings of new words from Al-Qur'an vocabularies and encourage children to ask questions. This interactive approach encourages active participation and comprehension.
5. **Games and Activities for learning Al-Qur'an vocabularies:**  
Incorporate games and activities that promote active learning and Al-Qur'an vocabularies retention. Games like memory matching, bingo, or scavenger hunts can be adapted to teach Arabic from Al-Qur'an vocabularies. Encourage children to practice speaking and using new words through role-playing activities or interactive games.
6. **Cultural Exploration about Al-Qur'an vocabularies:**  
Explore aspects of Arabic culture through vocabulary lessons from Al-Qur'an vocabularies. Introduce words related to traditions, holidays, and celebrations, providing children with insights into the rich cultural heritage of the Arabic-speaking world. This not only expands their vocabulary but also fosters cultural awareness and appreciation.
7. **Encourage a little Arabic Conversation from Al-Qur'an vocabularies:**  
Create opportunities for children to engage in conversations in Arabic from Al-Qur'an vocabularies. Encourage them to express themselves using the vocabulary they've learned from Al-Qur'an vocabularies, and provide positive reinforcement for their efforts. Engaging in meaningful conversations helps children internalize vocabulary and develop their language skills.
8. **Consistency and Repetition vocabularies from Al-Qur'an:**  
Practice and repetition are key to vocabulary retention from Al-Qur'an. Review previously learned words regularly and incorporate them into various activities to reinforce learning. Consistent exposure to Arabic vocabulary from Al-Qur'an in different contexts helps solidify children's understanding vocabularies from Al-Qur'an and fluency over time.
9. **Celebrate Progress Arabic vocabularies from Al-Qur'an:**  
Celebrate children's achievements and progress in learning Arabic vocabularies from Al-Qur'an. Acknowledge their efforts, no matter how small, and praise their successes to boost their confidence and motivation.

Experiencing the learning of Arabic vocabulary from the Quran can be truly captivating for children at a tender age (Gent & Muhammad, 2019). Immersed in an environment rich with the language and culture, these young learners embark on a journey of discovery guided by both tradition and curiosity.

Through consistent implementation of engaging strategies and the creation of a supportive learning atmosphere, children are introduced to the intricate beauty of Arabic vocabulary found in the Quran. Familiarity with the Arabic language sets a solid foundation, allowing them to delve deeper into understanding the meanings encapsulated within the sacred text.

Moreover, the immersive nature of learning from the Quran provides a unique opportunity for children to connect with their cultural heritage on a profound level. As they embrace the richness of both language and culture, the learning experience transcends mere education, becoming a deeply meaningful exploration of identity and tradition.

By incorporating interactive activities, such as storytelling, recitation, and visual aids, the learning process becomes not only educational but also enjoyable. Through these methods, children engage with the material in a dynamic and stimulating manner, making the acquisition of Arabic vocabulary a fun and rewarding experience.

Overall, the journey of learning Arabic vocabulary from the Quran at a young age is characterized by wonder, discovery, and joy (Afsaruddin, 2023). It fosters a sense of connection to both language and heritage, laying the groundwork for a lifelong appreciation of the beauty and significance of the Quranic text.

By implementing these strategies consistently and creating a supportive learning environment can effectively teach Arabic vocabularies from Al-Qur'an to children who are already immersed in an Arabic-speaking and understanding the meaning from Al-Qur'an. Embrace the richness of the language and culture to make the learning experience engaging, meaningful, and enjoyable for young learners.

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